DOCUMENT RESUME

ED 042 255 EA 003 010

TITLE	Suggestions for Defense Against Extremist Attack: Sex Education in the Public Schools.
INSTITUTION	National Education Association, Washington, D.C. Commission on Professional Rights and Responsibilities.
PUB DATE	Mar 70
NOTE	31p.
AVAILABLE FROM	Commission on Professional Rights and Responsibilities, National Education Association, 1201 16th St. N.W., Washington, D.C. 20036. (Stock No. 161-05028 free)
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.65
DESCRIPTORS	Boards of Education, Communism, Community Responsibility, Community Support, Educational Legislation, *Guidelines, Parent Associations, Parent Attitudes, Political Power, *Public Schools, *Resource Materials, *Sex Education, Values

ABSTRACT

The results of a June 1969 Gallup Poll indicated that 71 percent of the adults questioned favored sex education in the schools. However, public schools now are faced with intensive efforts by extremist groups to discredit family life and sex education programs. Charges aimed at eliminating these programs are seriously affecting many localities. This pamphlet cites extremist strategies in suppressing sex education programs, and contains counterstrategies and guidelines for education associations and school systems that desire to establish or continue such programs. (Author)

Suggestions for Defense Against Extremist Attack:

SEX EDUCATION IN THE PUBLIC SCHOOLS

ED 042255

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

EA 003 010

COMMISSION ON
PROFESSIONAL RIGHTS AND RESPONSIBILITIES
NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

CONTENTS

THE NEED FOR SEX EDUCATION 1

The Role of the Schools: A Partnership with Parents 1

THE ATTACK FROM THE FAR RIGHT 2

The Big Guns Begin 3
Proliferation of Fronts 4
Involvement of the Unsuspecting 5
Extension to Total Public Education 5
The Rhetoric of the Right Is Wrong 6
Freedom of Dissent: A Right Violated 7
Stages of an Extremist Attack 8

STRATEGIES OF DEFENSE 9

Part I. What a Local Association Can Do 9

Enlisting Community Support 9
Suggested Major Areas of Committee Responsibility 11

1. Legislative Action 11
2. Press Relations 13
3. Speakers Bureau 14
4. Direct Mail Campaign 15
5. Materials Development and Distribution 16

Additional Activities 16

Part II. What A School System Can Do 17

STOCK NUMBER: 161-05028
March 1970

THE NEED FOR SEX EDUCATION

Acknowledging that the family is the basic unit in our society and that the core of family life is the husband-wife relationship, sociologists, educators, and physicians have increasingly taken the position that openness and knowledge about male and female roles can contribute significantly to the promotion of happy and enduring marital relationships. In these times few people need to be told that a child's early perceptions of the interpersonal relationships of family life and human sexuality can have a lifelong influence on his emotional and psychological health. Modern educators believe that a clear understanding of the psychosexual aspects of human development, within the context of the moral responsibility of one person to another, is an important positive factor in the attainment of wholesome, emotionally balanced adulthood.

The majority of educators and physicians support the view that primary responsibility for sex education and learning about family relationships lies with the parents themselves. This belief is shared by clergymen, civic leaders, legislators, and many others who are sensitive to the fundamental needs of children. And yet, there is evidence to indicate that the family environment often does not provide young people with an accurate and adequate understanding of the facts of human sexuality. For example, research studies have shown that the early education of most American youth concerning the physiological aspects of sex does not take place in the home.

> One recent Purdue poll of 1,000 teenagers showed that the majority "got the word" from their friends (53 percent of the boys, 42 percent of the girls). Another 15 percent "pieced things together" from a variety of sources (TV, movies, books, pornographic and otherwise); 6 percent received instruction from school; 7 percent were advised by adults other than parents. Only 15 percent of the boys and 35 percent of the girls received sex education from their parents.[1]

The Role of the Schools: A Partnership with Parents

Obviously, every child is going to obtain some kind of sex education--or miseducation. The crucial question is whether he will obtain the necessary factual knowledge and orientation to guide him in a healthy understanding and acceptance of human sexuality. A clear majority of parents believe that the public schools have an important role to play in this vital educational area. A June 1969 Gallup Poll indicated that 71 percent of all adults questioned favor sex education in the schools.

While some parents may be skeptical at first of sharing this basic responsibility with others, however qualified, the clear trend over the past 10 years has been for parents and educators to become partners in the family life and sex education of America's children.

Most family life and sex education programs have been developed through active participation by parents and educators within a local school system. Enlightened leaders today believe strongly that other community leaders should also play a part in determining the content and methods of such programs. Open and informed interaction among parents, educators, and other professionals can help significantly in providing family life and sex education programing designed to foster healthy emotional growth and maturity among the nation's youth.

It is apparent that our society has much to gain from the development of educational programs that will contribute positively to the task of preparing the nation's young people to become socially responsible--and responsive--participants in the interpersonal relationships of adulthood and family life. Recognizing this, many educational and medical groups, including some of the most prestigious professional organizations in America today (see Appendix A), have endorsed the concept of professionally prepared and implemented family life and sex education curriculums. Support also comes from religious groups, fraternal organizations, governmental agencies, and parent-teacher associations. Increasingly, such organizations are recognizing that the permissiveness of our current society greatly intensifies the need for a strong school-community partnership in the establishment of effective sex education programs for the young.

THE ATTACK FROM THE FAR RIGHT

Public school systems are faced today with an intensive effort on the part of Far Right extremist groups to discredit family life and sex education programs: such programs are being associated with "smut" materials; they are being labeled "immoral," and "destructive of religious belief." The irrationality of the attack is underscored by charges that sex education in the schools is "part of a Communist conspiracy," that it is "sponsored by degenerates," and that its purpose is to "undermine the morals of American youth."

Such charges, aimed at eliminating valuable educational programs, are having serious effect in a number of localities throughout the country. According to reports received by the NEA-PR&R Commission, communities in 13 states have canceled, postponed, or curtailed their sex education programs as a result of extremist attacks; 20 state legislatures are considering legislative proposals for investigation, restriction, or prohibition of sex education in public schools; two state boards of education have taken action opposing SIECUS (Sex Information and Education Council of the United States) material; organized groups have gone to court in at least six states to keep sex education out of the schools.

That the irresponsible claims of extremists are succeeding in destroying care-

fully developed and constructive sex education programs in a number of American communities is, in a sense, a measure of how vulnerable many parents feel in this sensitive area of their children's education. Quite naturally, parents are anxious to protect their children from unhealthy or corrupting influences from any source; quite naturally, parents are concerned that this aspect of public school programing be a truly constructive and enlightening experience for their children. The current campaign to abolish sex education in our schools seeks to exploit these natural anxieties and concerns. At the heart of the right-wing attacks are unfounded allegations, innuendos, trumped-up charges, sensationalism, and blatant lies. Without ever really examining the specific merits or possible deficiencies of an existing local school system's program--an approach which could be truly constructive--extremists seek to destroy it entirely. If such groups are sucessful, the effect will be to deny the advantages of constructive programs of family life and sex education to present and future generations of children.

But it is becoming increasingly clear that the stakes are even higher than the loss or retention of any specific aspect of public school programing. There is reason to believe that the forces behind the anti-sex education campaign are intent on infiltrating and taking control of local boards of education and other community agencies and organizations. Another important objective appears to expand the financial and political base of the extremist groups through the public support obtained in propagandizing sex education as a "hot issue."

It should be emphasized that there are parents critical of family life programs in their schools who have no connection with any extremist organization, but who are genuinely concerned with their children's education. Parental inquiry, expressions of concern, and suggestions are welcomed by school administrators and teachers; clearly, public education has much to gain from honestly offered criticism and advice. Unfortunately, the extremist application of destructive criticism to the schools in many American communities is so great that the sincere criticism of parents is often difficult to hear. Children, school personnel, and parents are educationally shortchanged as a result of the hue and cry raised by organized extremist groups.

If the flow of destructive--and educationally disruptive--criticism is to be halted, and if any measure of responsible control over the schools is to be preserved, it is essential that school officials, education associations, and concerned parents organize an effective defense against the forces of extremism. The preparation of such a defense requires, first of all, an understanding of the particular tactics of extremism, as these tactics have appeared in the various communities where anti-sex education drives have been launched.

The Big Guns Begin

The spring of 1968 marked the first major offensive in the right-wing anti-sex education campaign. It was at this time that Christian Crusade announced the summer publication of a book by Gordon V. Drake, Blackboard Power--NEA Threat to America. Representative Rarick of Louisiana probably heralded the forthcoming crusade against school programs by entering remarks opposing sex education in the June 26 Congressional Record. In September 1968, Dr. Drake published a second

diatribe, Is the School House the Proper Place To Teach Raw Sex? A new target of right-wing attack was now clearly established. The shock troops of extremism were armed and ready to fire.

The sudden launching of attacks on sex education caught the John Birch Society unawares. It took one of the most vocal and militant anti-Communist organizations in our country all of six months to perceive the "Communist threat" of sex education programs. In January 1969, Robert Welch, director and founder of the John Birch Society, wrote that sex education is a "filthy Communist plot." This became a battle cry of extremist attack, soon to be joined by various other groups with an interlocking network of leadership and personnel. Chief among these are the following: Voice of Americanism, which has published Sex and Subversion by Dr. William S. Birnie; Let Freedom Ring, whose founder, Dr. William C. Douglas (also editor of the Sarasota County, Florida, Medical Society), has expounded upon the "Communist conspiracy" in sex education in his telephone messages; American Education Lobby; Liberty Lobby, which sells a record entitled The Child Seducers (Mr. Lee Dodson, who is connected with Liberty Lobby and the White Citizens Council, now heads American Education Lobby); The Conservativative Journal (the wife of the editor and publisher has written a book entitled The Sex Education Racket); The American Council of Christian Churches founded by Carl McIntyre, a leading right-winger; and, of course, the organization that opened the attack on sex education, Christian Crusade.

It seems evident from the statements of their leaders that the objectives of such groups go far beyond the destruction of sex education programs. In 1960, Robert Welch, the elder statesman of the far right, urged his followers to join their local Parent-Teacher Associations and take them over. On November 16, 1969, Gordon Drake wrote: "From a nationwide perspective, I see the battle is just beginning. It is, as our enemies say, more than a matter of sex education. It is a question of who will run the schools."[2]

Proliferation of Fronts

In his continuing war against Communism (a war that has been continuously profitable for the John Birch organization), Robert Welch has declared: "We would organize fronts--little fronts, big fronts, temporary fronts, permanent fronts, all kinds of fronts." And in the attack on sex education, as in other activities of the Far Right, there has been a vast proliferation of front groups in communities throughout the nation. The chief John Birch front is MOTOREDE (Movement to Restore Decency). The anti-sex education drive is further aided by American Opinion Bookstores (Birch Society publication outlets) which sell materials from nationally recognized extremist groups opposing family life programs. Additionally, there are front groups not openly identified with MOTOREDE, which use either Birch Society material, tactics, and/or the Birch line. For example, a newspaper article from Louisiana states: "Representatives of the Concerned Parents Association charged at the regular meeting of the East Baton Rouge Parish School Board yesterday afternoon that sex education is 'a Communist plan to destroy our family and our morals.'"[3] An article from California tells how teachers have been accused of "participating in a Communist plot and at the same time of using Hitler tactics."[4]

Involvement of the Unsuspecting

In his book, How To Listen to a John Birch Society Speaker, Harvey B. Schechter writes:

> No amount of explanation can camouflage the simple fact that front groups are created for the express purpose of deception. Communists create fronts to conceal their interest in and manipulation of the legitimate--sounding "causes" for which the front groups are established. Front groups also serve to enlist unsuspecting Americans in such causes and to "soften them up" for actual recruitment at some later date into the organization which created the front group. The Birch Society creates fronts for these very same reasons, and the device is deceitful, regardless of who does it or why.[5]

Birch Society material states: "We have long felt that we should somehow find an easy, organized way to get others to help finance the tools we need for our educational programs. We feel that we now have the built-in opportunity to do just that through the use of our new filmstrip, 'The Innocents Defiled.'"[6] The film mentioned is a smoothly contrived production which grossly misrepresents the content and methods of family life and sex education programs being used in public schools and which portrays the advocates of such programs as a morally depraved lot bent on the corruption of American youth. The film's key message, of course, is that family life programs in the schools are part of the Communist conspiracy to destroy the moral fabric of the nation with the ultimate aim of overthrowing the government of the United States. The film is a "horror story" that uses the typical extremist propaganda tactics: guilt by association, oversimplification, gross exaggeration, quoting out of context, and outright misrepresentation of facts. With such tactics as these, right-wing forces that direct the various front groups are able to play on the normal anxieties and concerns of parents, to undermine public trust in the schools, and to draw the unwitting support of sincerely concerned American citizens to their own organizational goals.

Extension to Total Public Education

It is obvious that a school system under siege from the Far Right has a great deal more at stake than a particular course of study. Financial support, public trust, and the academic freedom of the classroom are all in jeopardy. During the 1968-69 school year, a front group calling itself the Concerned Parents of Family Life Education Program Committee in Illinois sent out a letter which stated:

> We are again warning the Board of Education that if this Sex Education Program is adopted by the Board, we shall block any proposed increase in taxes earmarked for this school system. We now have sufficient members and finances to contact every family in School District 96, and expose this fraud perpetrated

> on the young minds of our children. We will spare no efforts to protect our children from this sinister plot to subvert their minds. You will have no tax increase when parents know how you are wasting their money, and at the same time twisting the minds of innocent children.[7]

In June 1969, the Reverend Millard L. Carlton was quoted in a Wichita paper as saying: "Another way we can get them where it hurts, in their pocketbook, is on a bond issue. Everyone knows they're going to have a bond election before long. I could defeat any bond program they suggest. There's enough people who follow me to defeat any bond proposal they come up with."[8]

Disruption of school board meetings was advocated by an extremist in California when he was reported to have told a group he was addressing: "Go to school-board meetings in your towns and other towns. Applaud and groan at the right times, and if necessary stomp your feet and scream. . . the more brazen you are, the more attention you'll get . . . it infuriates people in the program when you refer to it as a 'sex program.' It'll upset them, and when they're upset, they don't think so well."[9]

The threat to academic freedom was quite blatant during the course of an anti-sex education drive that emerged recently in Nashville, Tennessee. During the 1967-68 school year, the Nashville school board authorized a family life and sex education course of study to be developed and chose a group of teachers, assisted by citizens representing various segments of the community, to undertake the task. No problem was encountered until January 1969, when the John Birch Society encouraged its members to oppose sex education programs in the schools. From that time on, members of this committee were harassed, threatened, and intimidated by phone by anonymous callers. The materials recommended for use in the program were condemned by the organized extremist group as being pornographic. In this instance, the right-wingers achieved at least their initial purpose; under extremist pressure, school authorities abandoned plans for the sex education program.

Professional personnel who have been authorized by their school board to produce a course of study, complete with texts and supplementary instructional resources, have the right to do so, free from coercion. Any infringement of this right constitutes a violation of the teacher's academic freedom.

The Rhetoric of the Right Is Wrong

The four major points usually raised to advance the arguments against sex education in the public schools are as follows:

1. Sex education is a Communist plot.

2. Pornography is introduced into the classroom via sex education.

3. Sex education should not be taught without the teaching of religious morality.

4. Sex education should be left to the family.

Although all four of these points are employed by right-wing organizations, the last two are shared by some parent groups that do not use extremist tactics or techniques. The first two reasons are allegations without basis in fact. An obvious fault of the Communist conspiracy fantasy is the attempt to assess the motivation of any individual or group without a great deal more evidence than the attribution of guilt by association, innuendo, and falsehood. The principle organizational support for family life and sex education programs comes from well-established, widely respected religious, professional, and civic groups; as noted earlier, recent public opinion polls indicate that a clear majority of adult American citizens favor such programs in the schools. To claim that such organizations as the American Medical Asssociation, the National Congress of Parents and Teachers, or the National Council of Churches--or the majority of American citizens--would enter into a Communist conspiracy or would favor the introduction of pornography into the classroom is to make a charge that can only be described as irrational. There would be more logic in the claim that the right-wing extremists themselves are part of a totalitarian conspiracy, because the narrow, chauvinistic views; the scare tactics; and the heavy-handed violations of academic freedom they seem to espouse tend to produce the kind of repressive society that has historically invited social unrest and political subversion. Moreover, an objective view of the types of family life and sex education curriculums that have been developed for use in America's classrooms can only support the conclusion that evil may indeed lie in the eye of the beholder. It is not unreasonable to believe that many of those who would honestly characterize such programs as pornographic are themselves the victims of an early miseducation which taught them to view the facts of human sexuality as pornographic.

The last two reasons cited for opposing sex education are judgments. The argument that religious morality must be contained in the teaching of sex education in the schools is a judgment. Students are taught moral judgments in school everyday. The teaching of the moral and social values of our society is inherent in many of the subject matter areas currently being taught in the public school system. Sex education should be conducted in cooperation with parents in a community; the religious aspects of such a program can best be obtained by the student from his family and from his place of worship. The last argument, that family life and sex education should be completely left in the home, is also a judgment. Research studies indicate that the job is not being done in the home and that most parents have decided that they support sex education in the schools where the youngsters have an opportunity to participate in a sequentially structured program appropriate for their age level and taught by qualified teachers.

Freedom of Dissent: A Right Violated

The views of the extremist can be introduced into a free society's marketplace of ideas, but his disruptive tactics should not be tolerated. An individual has every right to express his opinion that sex education is a Communist plot or that pornography is introduced into the classroom via sex education. When the sole support for these opinions rests on gross distortions of truth, threats, and libelous accusations, then the criticism is clearly destructive and has the effect of undermining the school system and destroying parental confidence in teachers and school administrators. When the philosophy of "the end justifies the means" is applied to education, teachers and their professional associations throughout the country should condemn the tactics of such criticism wherever they are found.

The schools belong to the public, and all of the public should decide if the community is to have a family life and sex education program. This decision can be discussed and debated by the public, but it deserves to be made free of the application of purely destructive criticism.

Stages of an Extremist Attack

An effective defense requires understanding of extremist attack methods. Regardless of the argument or name of the front group used by the right-winger in your community, his tactics are likely to follow the general pattern of extremist activity in communities across the nation. Typically, the extremist attack against sex education occurs in four stages:

Stage 1: Sowing the Seeds of Doubt:

The public cry of indignation over the dangers that a course in family life and sex education is supposed to hold for the children in the public schools usually takes the form of rallies, protest meetings, and demonstrations. These activities are often conducted simultaneously at the local and state level. The main objectives are to arouse the public by informing the people of the supposed dangers in the schools and to prepare for the next step.

Stage 2: Internal Incubation:

Right-wing organizers will establish front groups that will give them the opportunity to identify potential supporters and opponents of the anti-sex education forces within the community. A plan of action will be set up by the front group, the scope of the target will be identified, assignments will be made to individual members of the group, and material will be prepared and distributed. Inviting interested citizens to view a filmstrip or some other audiovisual material pointing out the dangers that sex education can hold for the schools in the community is one means that will be used to enlarge coalitions of opposition. A front group will sponsor outside speakers and authorities from various specialized fields to assist them in spreading the alarm. Telephone calls to talk programs, advertisements in newspapers, circulation of petitions and letters to the editor, as well as letters to local governing bodies and to state and national legislators, are usually part of this stage of the attack.

Stage 3: Outbreak:

The harassing, abusing, and intimidating telephone calls have begun in earnest, and the programs of the front groups are well under way. PTA and school board meetings will be disrupted, and material opposing sex education in the schools will be circulated. Some of the material may become quite vicious at this stage. Any meeting dealing with the targeted issues will be attended by extremist groups in force. It is at this stage of the attack that the right-wing organizations must prepare the public for the coming elections.

Stage 4: Shift to Real Goals: The Power Grab:

Once the extremist elements within the community have fully activated their campaign, they must plan to peak it at the proper moment. This proper moment usually occurs before the school board election or before any other election that might influence the school board--perhaps the city council election if the money for the schools is controlled by that body. The hue and cry raised through the front group usually takes the line that the school board or other responsible agency will not heed the danger signals and abolish the sex education program. Therefore, the public will be told that the only alternative is to elect a new slate of school board or city council candidates. It is at this time that the real goals of the extremist are revealed: the front group will now change the direction of its main thrust and proceed to gear for an election while giving only lip service to its opposition to sex education. The extremist forces will then run a candidate or candidates for office who vow to support the abolition of sex education. If the front group is well-organized, the candidates will probably be vocal members of the group; otherwise, the selected candidates, while in sympathy with the extremists' aims, may be individuals who are not easily identified with the front group.

Again, it should be pointed out that petitioning one's elected representatives, writing letters to the editor, and expressing a point of view are all legitimate activities, well within the democratic process. Even when that expression or criticism is obviously irrational, the critic has the right to voice his opinion.

Nevertheless, when, in attacking sex education, right-wingers utilize methods such as character assassination, intimidating and harassing telephone calls, gross distortions of truth, disruption of school board meetings, rallying opposition against school bond issues, and the tactics previously described, their actions undermine public confidence in the schools, subvert the honest criticism of parents, and threaten the academic freedom of students and teachers.

When it becomes apparent to educators that an extremist attack is being launched against their school system, then a decision on how to handle the criticism must be made promptly. The teachers association, in cooperation with school officials and community organizations, has a vital role to play in defense of the family life and sex education crriculums. If a strong defense coalition can be organized, the extremist attack can be rendered harmless; if the defense is ineffectual or nonexistent, the forces of extremism can, as they have in some communities, wrest control of the school system from the responsible majority of citizens. In the final sections of this paper, attention is given to the defensive strategies that may be effectively used by teachers organizations, school officials, and community groups to guard against this educationally destructive possibility.

STRATEGIES OF DEFENSE

PART I. What a Local Association Can Do

Enlisting Community Support*

---

* Detailed guidelines for associations interested in organizing public relations programs are contained in a recently published pamplet of the NEA Division of Press, Radio, and Television Relations: A Primer in Publicity for Education Association (PR Bookshelf No. 6).

The establishment of a broad base of community support for the schools and the family life and sex education program is an important element of defense against extremist attack. If coordination in the community for the schools' defense has already begun, then the teachers association should become actively involved. If active community support has not emerged, then the teachers association can play a key role in developing such support. A vital aspect of association action should be wide dissemination of the true nature and objectives of the sex education program in order to combat the half-truths of extremist propaganda.

One key strategy is to invite prominent community leaders and civic groups with a demonstrated commitment to public education to a meeting for the purpose of explaining and discussing the family life and sex education curriculums. The invitees to your meeting might include--

1. Members of the local clergy
2. A local psychologist or psychiatrist (preferably one active in the field of child and adolescent psychology)
3. A physician (possibly on the staff of a local hospital) or a public health official
4. A communications specialist (advertising or public relations)
5. Local, county, or state politicians
6. Media representatives
7. A member of the local board of education
8. Student(s) at high school level (members of Student Council)
9. Teachers of sex education
10. Those who work professionally with youth through youth groups such as YM-YWCA, Hi Y, scouting, and so forth
11. A member of the local bar association
12. Interested citizens who are leaders in community action programs, PTA, League of Women Voters, Anti-Defamation League, Friends Society, civil rights organizations, Rotary Club, church groups, women's clubs, and Chamber of Commerce.

Try to get men and women who hold leadership positions in their respective groups. Recognition of their position will add stature to your support group and will help to win its acceptance in the community. The purpose of this gathering is twofold: (a) to alert the audience to the dangers of the type of criticism the schools are currently receiving and (b) to seek their assistance or that of their organization in defending against the attack.

Prepare a short program for the meeting. Have someone give an overview of the current wave of opposition to sex education on the national and state level (con-

tact your state and local PR&R committee for assistance, if necessary). Draw attention to any materials that have been used in other states and communities which are similar or identical to those used by the opposition in your school district. (Share these materials with the NEA PR&R Commission, and there is a good chance that you can learn the names of other communities where they have been used.) Have another speaker talk about the local situation. Discuss the charges that have been made, and distribute copies of the extremist materials to the audience. Be explicit in exposing the errors and misrepresentatiions of fact contained in the extremists' charges, and detail the harm that they can do to education in your community.

Determine a definite date for the next meeting of the group. Encourage those present to return with the active commitment of their organization to join in a coordinated defense against the extremist attack. Place the responsibility for participation on the shoulders of the invitees by making it known before they leave that if they are not at the next meeting when assignments are to be distributed, then it will be assumed that their support will not be forthcoming. Attempt to arrange a date for a meeting when all can attend, the sooner the better.

People who attended the first meeting should be called to remind them of the next meeting. These calls will give you an opportunity to determine if you should make assignments by organizations or by individual. If only a few organizations consent to participate, then give the assignments individually, establishing committees for each major area of responsibility.

So far, attacks on sex education programs have been most successful where parents are unfamiliar with the program as it is being conducted in their community. Therefore, it is of utmost importance that the citizens committees be fully informed of the content of the local school system's specific program. Although it may not be necessary to go into the details of the curriculum, the broad outline of the program should be clearly set forth and understood by all committee members, so that the program can be defined for the community and defended knowledgeably against accusation and innuendo.

Suggested Major Areas of Committee Responsibility

1. Legislative Action

As noted earlier, at one time or another during the past year, some twenty state legislatures have considered bills to restrict or abolish sex education in the public schools.

All of this activity indicates the furor of the relatively small right-wing opposition to sex education. Clearly, these activities have accomplished a great deal in a short space of time with legislators who, whatever their own personal opinions, feel that their constituents are suddenly and overwhelmingly anxious to see the programs outlawed. In view of the poll results showing that a majority of citizens favor sex education in the schools, it becomes heartbreakingly apparent that the success of the opposition is a measure of the silence and apathy of the sup-

porters. In order to have positive influence on their legislators, it is necessary for voters to make lawmakers feel the weight of their support for sound sex education programs.

To organize a program for enlisting legislative support of sex education, appoint a special committee to work with legislators on the state level. Ascertain their record in the state capitol on social legislation and on sex education specifically if that has been up for debate. When you have ascertained what their stand is likely to be--in other words, where your support lies--you can direct your approach accordingly.

It is important to remember that all groundwork on proposed legislation is done in legislative committee. After a bill is proposed in one of the houses, it is referred to a committee for hearings. After the extremists have been successful in getting anti-sex education bills introduced, they turn out in great numbers to disrupt hearings, to heckle anyone who speaks up for sex education, and to give loud and vocal support to the legislation they are trying to get passed. Invariably, because of the sheer weight of numbers and the violence of their attacks on the very concept of sex education, they receive wide coverage from the press. Almost always, they try to give both legislators and the general public the idea that sex education is something which <u>all</u> respectable citizens are against.

IT IS VITAL THAT YOU LEARN THE DATE OF PROPOSED HEARINGS, AND TURN OUT IN LARGE NUMBERS. BE PREPARED TO SPEAK IN FAVOR OF SEX EDUCATION.

- Work with individual local and state legislators, invite them to attend meetings, and also ask them to speak in support of sex education. If they are opposed to it, invite them to debate the issue with a strong speaker.

IF A LEGISLATOR OPPOSES YOUR PROGRAM MAKE IT CLEAR THAT YOU WILL SEEK THE SUPPORT OF HIS OPPONENT. IF YOU DON'T GET COOPERATION, PUBLICIZE THIS FACT IN THE PRESS.

- Organize a well-coordinated, community-based program to encourage legislative support of family life and sex education in the schools. Circulate petitions, and be sure that the number of signers is impressive. If possible, run the petition as an ad in your local newspaper.

- Make personal calls on state senators and representatives in their offices; present your point of view individually, and in groups.

- Write letters asking for their support.

- Work very closely with the press in all your efforts with Congressmen. Publicize every statement made in support of sex education and encourage legislators to make their statements to the press directly, as well as to your committee.

- Don't forget the political leaders in your locality. Contact leaders in

both (or all) parties, get copies of platforms, and urge inclusion in these platforms of legislative proposals favoring sex education.

- Where does your governor stand on the issue? Include him in all of your petitions, correspondence, and visits.

Your state education association can be of assistance to this committee. The association can supply information on pending legislation affecting sex education, personnel of the legislative committee hearings, and past voting records of your representatives.

2. Press Relations

Sex education is very much in the news today. Make the most of this interest by presenting the pro-sex education point of view to the press at every opportunity. Publicizing the activities of your community support group will of course be easier if you have a publicity chairman who has had some experience in working with the press. On the other hand, there's nothing difficult about getting coverage if your committee observes a few simple procedures.

- Prepare a publicity list which covers your region, using the yellow pages of your telephone directory. N.W. Ayer and Son's Directory of Newspapers and Periodicals, available at the reference desk of most libraries, is also helpful.

- Be sure this list includes all the small weeklies, area shopper news, and neighborhood papers in your community. Also include the names of publications of local churches and civic groups which you can look to for support.

- Make it a point to meet and talk with editors and publishers of newspapers and periodicals in your area, and interest them in giving you editorial support.

- Don't be afraid to tackle the national press when you have a good story. Interest in the controversy over sex education is widespread, and all stories are based on local programs and reaction to them. What's happening in your town right now may well be of interest all over the country.

- Double-space your release. End each page with a paragraph, rather than in the middle of a sentence.

- Be sure to put your name, address, title, and telephone number at the top of the first page. The editor may want to contact you for more information.

- Keep your story factual, terse, and to the point, but be sure it tells the whole story.

- Include a release date. If you have a speaker scheduled for December 12, obviously you don't want the release to run on December 11 before he has delivered his

speech. If time is of no importance, mark the story "FOR IMMEDIATE RELEASE."

- If you can get a picture of an elected officer, speaker, or any individual about whom you write a story, be sure to send it along. Identify the photograph with a caption, so that even if it becomes separated from the release it will be used.

- If you have an open meeting scheduled, you will want to invite reporters who will then write their own stories. Write or telephone invitations, explaining the importance of the event.

- Consider the possibility of a feature story. Work with the press on a story telling just what family life and sex education tries to accomplish, the reasons for the need for sex education, and the facts about how it is being developed in your community.

And don't forget the local radio and television stations.

Most regional radio and television stations attempt to cover local news. Get acquainted with the stations news editors, and find out just what they will use in the way of information. Then, keep them supplied.

Work with the station managers to set up interviews of recognized community leaders who have been actively interested in sex education. Panel discussions should also be arranged, possibly among youth leaders and young people themselves, presenting an honest and forthright view of the current controversy.

3. Speakers Bureau

It is important to enlist the aid of forceful and informed speakers who can make intelligent and dynamic presentations in favor of responsible family life and sex education programs and who can provide a clear picture of the sex education programs planned or under way in your school system. Speakers on the subject of sex education might be recruited from the teaching staff, the board of education and administrators, the clergy, the medical profession, psychologists, leaders of youth groups, and others accustomed to working with young people.

Here is an ideal way to involve the young people themselves. Concerned students will respond positively to an opportunity to express their views, to testify about what they have and have not learned, and to suggest improvements in our present methods of dealing with this important aspect of their development. Contact the schools for the names of class presidents, the president of the student council, and other students active in school affairs. Sound out their opinions and ask that they work with you in live and taped interviews and panel discussions. In building a speakers bureau you do not have to rely on professional speakers. The strength of sincere conviction, backed up by a thorough knowledge of your ongoing program, will more than compensate for lack of extensive speaking experience. It's a good idea to seek out a number of people, so that you can fill numerous engagements as interest builds up and make substitutions for speakers who may be unable to fulfill their commitments.

It is always helpful to have your speaker introduced by an individual of recognized standing in the community or by a member of the organization that requested the guest speaker. Be sure that the speaker's introduction outlines his qualifications for speaking on the vital subject of sex education.

In contacting people with a view to enlisting their aid for speaking engagements, the committee must offer complete back-up support in terms of information on the present community family life and sex education program and on the nature of the attack. Prospective speakers should be made to understand that a possible consequence of the attack is withdrawal of professionally prepared programs from local schools. Valid reasons for the support for such a program must be made clear. If the prospective speaker is cooperative but feels certain gaps exist in his knowledge and background, the committee should supply him with all necessary information and materials.

Speakers can be invited by telephone or letter. When you have received one or two commitments, you will probably find it helpful to refer to their cooperation, as well as to the agencies and organizations which support sex education, in obtaining additional speakers. Sometimes two speakers on the same program provide variety. For example, a clergyman and an educator might each speak on sex education from his point of view.

- Be sure to follow up your conversation with the prospective speaker with a letter confirming the date, time, and place of the speaker's appearance.

- If publicity is planned which will use the speaker's name, it's a good idea to inform him ahead of time.

- Speaking engagements can be arranged with community organizations supporting education. In fact, you should reach your civic and community organizations before the opposition has had that opportunity.

- Such platforms may be arranged through the YM-YWCA, local churches, the League of Women Voters, Rotary Clubs, Kiwanis, Lions, and local women's clubs.

- Local radio and TV stations may be contacted for appearances on interview shows, and similar discussion programs.

- Of course every speaking engagement should be covered by the press. Supply a photograph of the speaker whenever possible.

4. <u>Direct Mail Campaign:</u>

A vigorous and systematized direct mail campaign will help to offset the flood of "anti" literature currently in circulation. Direct mail campaigning can be of particular help in opposing extremist candidates for school board membership.

A direct mail campaign can serve a number of purposes. It can be used to inform and educate parents and other concerned people as to the nature of your com-

munity's ongoing sex education program and to arouse their enthusiasm to support it. It can be used as one facet of a campaign to raise funds.

Your campaign can utilize materials which your committee creates or it can order materials from organizations supporting sex education (see bottom of Appendix B and Appendix C). Mailing lists may be obtained from phone books, voting lists, local PTA, churches, or other community organizations.

5. Materials Development and Distribution

Invaluable assistance to your school-community effort can be rendered by a committee appointed to obtain and develop written and audiovisual resource materials concerning sex education programs and extremist attacks against them. Some of these materials might be developed by the committee itself for use in the work of its fellow committees; i.e., points that might be covered in a phone call to a talk program or contained in a letter, wording of a petition, truth sheet, and so forth.

In addition, pertinent articles can be reprinted (with the publishers' permission) for distribution in the community. Of particular relevance would be the following:

> "Why I Can't Join the John Birch Society," by a school principal, Look Magazine, November 3, 1964
>
> "The Plot To Take Over the PTA," Look Magazine, September 7, 1965
>
> The first four or five pages of the book, Danger on the Right, by Arnold Foster and Benjamin Epstein, published by Random House in 1964 (containing a description of what happens when members of the Birch Society capture the leadership of a community). (Also, see Bibliography 1.)

If the Birch Society or one of its MOTOREDE committee is obvious in your community, your materials committee might wish to show films obtained from the Anti-Defamation League. The League publishes a catalogue of materials on this subject (Consult your telephone directory for the League Office nearest you). Another approach would be to show films or other audiovisual materials in favor of family life and sex education programs (Appendix C).

When the opposition imports speakers or audiovisual materials, you might distribute critiques of the material or of any written work that the speaker might have authored (see Appendix B).

Additional Activities

Of further assistance in your defense against extremist attack would be the following activities:

- Telephone calls to talk shows in support of the school system's program of sex education. Only attempt to cover one point per phone call. Stress the strengths of the school program, point up the errors of extremist opposition, or mention the national organizations favoring sex education (Appendix A).

- Letters to the Editor. Organize a system for handling letters to the editor so that a steady stream of pro-sex education letters appears in the local newspapers. Letters to the editor must be varied and individualized; your letter writers should put the thought in their own language. This campaign is especially effective when a number of the letters are signed by respected leaders in the community.

- Informal neighborhood meetings. Set up a series of neighborhood coffee klatches to inform citizens of the sex education program being conducted in the school system and of the dangers of the extremist attack against it.

The implementation of a few of these suggestions may be sufficient to render the extremist attack harmless. However, if the opposition intensifies or is able to maintain itself, your activities must increase. Your primary strategy is to enlighten and inform the citizens of your community.

PART II. What A School System Can Do

It is often said that the best defense is a good offense. With respect to extremist attacks against public education, the most effective strategies of offense would be directed toward preventing such attacks or at least thwarting them before they reach major proportions. Accomplishing these objectives--prevention, or rendering an attack harmless before it is well under way--will usually depend upon the following:

1. An active public relations department of a local school system. That department should prepare the community for the type of family life and sex education program that the system plans to implement and should keep the citizenry fully informed of the instructional methods and curriculum currently being conducted in this educational area.

2. An immediate response to the first unjust attack on the curriculum. The response should be handled through procedures established by the school board, but those procedures would be designed to facilitate an immediate, effective reply.

Many districts, however, are not so well-prepared to deal with extremist forces. In those districts where the extremist attack is unanticipated, it is necessary for school officials to resort to a good defense. The following defensive strategies are suggested, not as a panacea to the problem of extremism in all districts, but

simply as guidelines that may, through adaptation to local needs and circumstances, be of assistance to districts under attack from the Far Right:

1. The school board should be committed to the family life and sex education program, should understand it thoroughly, and should readily support the administration in the event of extremist attack against the program.

2. All people who have any connection with this program, including administrators and teachers, should be brought together in order to understand the scope of the attacks and to work up a suitable reply to the charges and complaints.

3. Care should be taken against allowing one individual to be identified with the program. In some districts faced with extremist attack, the burden of response has fallen on one person--a superintendent, another administrator, or a classroom teacher--to such an extent that this individual has become closely and personally identified with the program by the extremist group at the eventual cost of his position within the school system. It is essential, therefore, that the school board, the administrators, and the classroom teaching staff maintain a united front against extremist charges, so that the opposition will be unable to identify any one individual with the sex education program or its defense. Further, the unanimity of school system response to attack will greatly increase the forcefulness of that response.

4. In order to broaden the base of community support for the sex education program, it would be helpful to invite well known, highly respected citizens in the community to view the program materials and the course content and issue a positive evaluative statement to the public.

5. School officials should enlist the aid of the local education association on behalf of the program, and, in turn, the resources of the state and national associations should also be utilized. The initial response of a school system might involve the following procedures:

   (a) The release of a news bulletin to the effect that the school board backs the family life and sex education program, and that a panel of prominent citizens has been established to review the program. (If possible, the citizens panel should consist of members of civic and community groups as suggested on page 10 .)

   (b) The release of a public statement in support of the program by the citizens review panel.

   (c) The release of a public statement by the local education association, supporting the findings of the citizens review panel and commending the school board for authorizing this program in the schools.

It is very important that the school system's defense be fully coordinated and that all public announcements be released at the proper time; i.e., by the time (a) has been completed, (b) should have been under way for some time, and the statement from the citizens review panel should be already prepared and ready for release.

6. From this point on, a school release should be issued regularly, for the purpose of dispelling rumors and correcting false information.

7. Parents should be encouraged to visit the school system, to attend meetings to ask questions and to hear knowledgeable explanations of the family life program, and to view the materials used in the program.

8. A telephone answering service might be instituted, with wide publicity given to a school telephone number parents could call to ask questions concerning the family life and sex education program.

What is your defense if your school system does not have a family life and sex education program currently in effect? Many school systems throughout the country have been attacked while they have been in the process of developing such a program. The difficulties of defense are magnified when the program under attack is not yet operable. In such instances, it may be that the school board has not yet taken a public position on the program; its policy declaration on the matter will probably await review of the program plan. If extremist opposition begins at this preliminary stage of program development, the best defense should probably relate to the issue of academic freedom. Does a group of teachers and citizens authorized to prepare a course of study for school board consideration have the right to carry out its assignment free from intimidation, threats, and harassment? The school system's response to extremist attack should emphasize that any violation of this right is a clear and present danger to the academic freedom of the classroom.

IN SITUATIONS WHERE THE SEX EDUCATION PROGRAM IS ONLY IN THE PLANNING STAGE AND IS NOT YET READY FOR PUBLIC REVIEW, IMMEDIATE RESPONSE TO EXTREMIST ATTACK IS ESSENTIAL: A DEFENSE BASED SOLELY ON THE ISSUE OF ACADEMIC FREEDOM WILL PROBABLY FAIL IF THE ATTACK HAS ENTERED STAGE 3 OR 4.

In any case of extremist attack, school officials should be aware of the following Federal Communications Commission regulation, which applies to all licensed TV, AM, and FM stations:

> When, during the presentation of views on a controversial issue of public importance, an attack is made upon the honesty, character, integrity or like personal qualities of an identified person or group, the licensee shall, within a reasonable time and in no event later than one week after the attack, transmit to the person or group attacked (1) notification of the date, time and identification of the

broadcast; (2) a script or tape (or an a accurate summary if a script or tape is not available) of the attack; and (3) an offer of a reasonable opportunity to respond over the licensee's facilities.

Certain stations may seem to be negligent in following the provisions of the fairness doctrine to the letter. For this reason, school officials faced with extremist attack should write to their local station managers immediately, expressing the school system's interest and stand in the controversy over sex education.

REMEMBER

There are at least two reasons why extremist groups, employing the tactics of destructive criticism, are so frequently successful, particularly at the polls:

1. There is little or no organized opposition to the activities of the extremists in their exploitation of the honest fears and questions of an uninformed public.

2. School systems either do not have, or they fail to adhere to, established procedures for the selection of texts, films, and other material used on a regular basis in their family life and sex education courses. [10]

It is essential that school boards, administrators, classroom teachers, and local association leaders, recognize what is truly at stake in the current sex education controversy. As noted in a June 1, 1969 editorial comment of the Washington Evening Star, "The drive [against sex education] must not succeed. For the alternative to proper, controlled, and accurate sex education is the back alley and the washroom with its guaranteed misinformation, anxiety, and needless lasting guilt." Of even deeper significance, the alternative to responsible majority control of public education, with proper guarantees of academic freedom in the classroom, is the extremist take-over of the schools, the replacement of education with narrow, chauvinistic indoctrination and the destruction of that free spirit of inquiry which is an essential element of teaching and learning.

FOOTNOTE REFERENCES

1. National School Public Relations Association. Sex Education in Schools Washington, D.C.: the Association, 1969. p. 3.

2. Christian Crusade Weekly, November 16, 1969. p. 4.

3. States-Times, Baton Rouge, Louisiana, February 7, 1969.

4. Sun-Telegram, San Bernardino, California, March 29, 1969.

5. Schechter, Harvey B. How To Listen to a John Birch Society Speaker. New York: Anti-Defamation League of B'nai B'rith (315 Lexington Ave.), 1967. p. 16.

6. First page of material from Robert H. Leaman, Western Director, Ad Hoc Committees, Larry Pearson, Coordinator, Ad Hoc Committees, Richard Woodin, American Opinion Bookstores.

7. Letter from Concerned Parents of Family Life Education Program Committee, Hollywood, Illinois

8. The Democrat and Daily Record, Wichita, Kansas, June 7, 1969.

9. Good Housekeeping, November 1969, p. 184.

10. The National Council of Teachers of English has criteria for the selection of textbooks and a procedure for handling the complaints of parents concerning a text. This criteria and procedure could be adopted for use in your school system. For a copy, write to the National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820, or the NEA-PR&R Commission.

APPENDIX A

SEX EDUCATION IN THE SCHOOLS IS APPROVED BY THE FOLLOWING NATIONAL ORGANIZATIONS:

American Academy of Pediatrics

American Association for Health, Physical Education, and Recreation (AAHPER)

American College of Obstetricians and Gynecologists (Committee on Maternal Health)

American Medical Association (AMA)

American School Health Association

American Public Health Association (Governing Council)

National Congress of Parents and Teachers (PTA)

National Council of Churches

National Education Association

National Education Association (NEA and American Medical Association (AMA) (Joint Committee on Health Problems in Education)

National School Boards Association and American Association of School Administrators (Joint Committee)

Sixth White House Conference on Children & Youth

Synagogue Council of America

United States Catholic Conference

APPENDIX B

SOME MATERIALS PREPARED BY EXTREMISTS TO OPPOSE SEX EDUCATION

Filmstrips

The Pied Pipers

The Innocents Defiled*

Pavlov's Children

Records

The Child Seducers

Sex Education in Our Schools

Books

Blackboard Power--NEA Threat to America by Gordon V. Drake*

The Sex Education Racket by Phoebe Courtney#

Pamphlets

"Is the School House the Proper Place To Teach Raw Sex?" by Gordon V. Drake-
Contains some of the same examples used in "The Innocents Defiled"
"The Truth About the New Sex Education in the Schools" by William McBernie
"Sex Education Problems" by Gary Allen

Dan Smoot Reports

Reprints of Birch Materials

* Critique available from:

Commision on Professional Rights
and Responsibilities
National Education Association
1201 Sixteenth St., N.W.
Washington, D.C. 20036

\# Analysis available from:

Richard Purchase
Pennsylvania Council of Churches
900 South Arlington Avenue
Room 103
Harrisburg, Pennsylvania 17109

APPENDIX C

Additional sources that may be of assistance to you.

1. SIECUS
   1855 Broadway
   New York, N.Y. 10023

The opposition will undoubtedly criticize SIECUS when they attack your school program. Hence, you should be informed about the Sex Information and Education Council of the United States. Write them for information.

SIECUS also has a tape interview with Dr. Mary Calderone, director of SIECUS, available for $5. The subject of the interview is "The Case for Sex Education."

2. Institute for American Democracy
   1330 Massachusetts Avenue, N.W.
   Washington, D.C. 20005

Institute for American Democracy publishes a monthly newsletter entitled Homefront and other material on extremists. The $5 charge per year for Homefront is a sound investment and will alert you to the additional material the IAD has available in the extremist area.

3. Group Research, Inc.
   1404 New York Avenue, N.W.
   Washington, D.C. 20005

First issue each year of its semimonthly newsletter is a summary of right-wing activities. The $25 charge per year for the Group Research Reports will enable you to keep abreast of extremist activity.

APPENDIX D

RESOLUTION - JULY 1969

69-6. Family Life and Sex Education

The National Education Association believes that sex education which provides children and youth with information appropriate to their age is basic to healthy, well adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association calls upon individual teachers and local associations to cooperate with school administrators and school boards in establishing sex education programs as an integral part of the school curriculum and to work with parents to maintain harmonious school-community relations.

APPENDIX E

JOINT COMMITTEE ON HEALTH PROBLEMS IN EDUCATION

OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN MEDICAL ASSOCIATION

RESOLUTION

adopted February 9-11, 1969

SUPPORT FOR SOUND SEX EDUCATION

Whereas, Programs of sex education in schools have received considerable public attention, have increased in number and expanded in scope in the past few years, and

Whereas, Sex Education is recognized as a responsibility of the family with the reinforcement and assistance of the church and school, and

Whereas, Many schools have found that sex education is best presented as part of a sequential health education program, and

Whereas, Effective sex education programs must be taught by perceptive and qualified instructors who are aware of the impact of their own values on their students, and

Whereas, Some physicians and educators are concerned because both critics and proponents of sex education programs have presented issues in a sensational manner which negates a sound philosophical and educational approach, therefore be it

Resolved, That the 1964 and the 1965 Joint Committee resolutions "Schools and Problems Related to Sex" and "Orientation of Physicians: Sex Education of Patients" with all their concepts and purposes be reaffirmed; and therefore be it further

Resolved, That the counsel and support of appropriate school-community advisory groups be sought so that such programs will meet the unique needs of the children in each community.

APPENDIX F

SEX EDUCATION

WHEREAS, Problems related to family life, sex education, and related interpersonal relationships are of concern to children and youth and have a bearing on their present and future welfare, and

WHEREAS, Children and youth need reliable information and interpretation from competent adults on issues bearing on their emotional and social well-being, and

WHEREAS, They learn best when there are cooperative relationships among families, schools, and communities, and

WHEREAS, There is concern that both critics and proponents have presented sex education issues in a sensational manner which inhibits the further development of a sound program,

Be it RESOLVED:

1. That a total institutional approach to human sexuality be initiated in the schools,

2. That schools develop sequential K-12 health education programs which encompass family life and sex education,

3. That schools assume leadership in involving parents and other responsible community leaders in the development and interpreation of school programs in family life and sex education.

4. That schools employ competent staff professionally prepared to assume leadership in the development and direction of comprehensive health education programs,

5. That inservice programs for better understanding of the school's responsibility be developed.

Approved by American Association for Health,
Physical Education, and Recreation
Board of Directors and
Representative Assembly
April 1969

BIBLIOGRAPHY

Baltimore Magazine. "The Sex Education Controversy." Baltimore Magazine, July 1969

Bell, Joseph. "Why the Revolt Against Sex Education?" Good Housekeeping, November 1969.

Calderone, Mary Steichen. "Attack on Education." Vassar Alumnae Magazine.

Dunbar, Ernest. "Sex in School: The Birds, the Bees, and the Birchers." Look, September 9, 1969.

Independent School Bulletin. "Sex Education and the Physician: A Comment and a Reply." Independent School Bulletin, May 1969

Life. "Facing the 'Facts of Live.' " (The nationwide debate over the effects of sex education on little children splits a small town in Wisconsin.) Life, September 19, 1969.

National School Public Relations Association. Sex Education in Schools. Washington, D.C.: the Association, 1969.

New Republic. "Teaching Sex in School." New Republic, June 28, 1969.

Newsweek. "Sex and the Single Child." Newsweek, June 2, 1969.

Redbook. "The Controversy over Sex Education." Redbook, September 1969.

Shearer, Lloyd. "Classroom Sex." (Intelligence Report) Parade Magazine, November 2, 1969.

Sutherland, Sena. "Sex Education for the Young." Saturday Review, October 18, 1969.

Time. "Public Schools--Sex in the Classroom." Time, July 25, 1969.

Together Magazine. "Home, School, Church--And Sex Education." Together Magazine, November 1969.

U.S. News and World Report. "Why the Furor over Sex Education." U.S. News and World Report, August 4, 1969.

Valuator. "Should Sex Education Be Taught in the Schools?" Valuator, Summer 1969.

Wall Street Journal. "A Delicate Subject: Sex Education Courses Are Suddenly Assailed by Many Parent Groups." Wall Street Journal, April 11, 1969.

Wall Street Journal. "Readers' Comments on Sex Education." Wall Street Journal, April 28, 1969.

Zazzaro, Joanne. "Americans Do Support Sex Education." American School Board Journal 157: 30-32; September 1969.

Zazzaro, Joanne. "The War on Sex Education: An 11-page Survival Kit for School Boards." American School Board Journal 157: 7-17; August 1969.